DOCUMENT RESUME

ED 239 195 CG 400 184

TITLE	A Guidance Handbook for Parents & Students.
INSTITUTION	Rowland Unified School District, Rowland Heights, CA.
PUB DATE	83
NOTE	39p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Ancillary School Services; Attendance; Board of Education Policy; College Admission; Courses; Credits; Extracurricular Activities; Graduation Requirements; Guidance Programs; *High Schools; *Orientation Materials; Parent Materials; *School Orientation; School Registration; Student Behavior; Testing
IDENTIFIERS	PF Project

ABSTRACT

This handbook is intended to provide parents and students with an orientation to the high schools in the Rowland Unified School District (California). It can also serve as a model for other districts and schools which are developing orientation handbooks. Topics which are covered include: (1) school district personnel; (2) counseling and guidance services; (3) instructions for new student enrollment; (4) graduation requirements; (5) definitions of class credits, the grading scale, and grade level placement by credits; (6) suggested courses of study for graduation and for college preparation; (7) requirements for admission to California public and private colleges; (8) program changes, student assistant credit, and driver's training; (9) attendance procedures; (10) student services; (11) student rules and regulations; (12) a description of the testing program and tips for test-taking; (13) the honors and gifted programs; (14) cocurricular activities; (15) the bell schedule; (16) descriptions of 16 alternative and supplemental programs; and (17) the student calendar for 1983-84. An index is provided. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED239195

CG400184

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sarah Gipson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A GUIDANCE HANDBOOK

FOR

STUDENTS AND PARENTS

This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.

NOGALES HIGH SCHOOL
401 S. Nogales
La Puente, California 91744
(213) 965-3437

ROWLAND HIGH SCHOOL
2000 Otterbein
Rowland Heights, California 91748
(213) 965-3448

SANTANA HIGH SCHOOL
1006 Otterbein
Rowland Heights, California 91748
(213) 965-5971

ROWLAND UNIFIED SCHOOL DISTRICT
1830 S. Nogales Street
Rowland Heights CA 91748
(213) 965-2541

EVERYTHING YOU WANT TO KNOW ABOUT HIGH SCHOOL. . . . .BUT DIDN'T KNOW WHO TO ASK

Your counseling staff has pulled together this handbook full of information about nearly everything you may want to know regarding high school.

We've answered questions about school calendars and class scheduling; graduation requirements, latest college entrance requirements and vocational training; extra curricular activities; students' rules and regulations; counseling services, and MORE.

Please refer to the table of contents in the front of the handbook or the index in the back for information on more than 100 specific items.

If you would like more information, please give us a call. We are here to help students be successful and enjoy their high school education. . . . .

Your Counseling Staff

THIS HANDBOOK WAS PREPARED BY:

Vicki Dayton - Guidance Technician, Nogales High School

Sarah Gipson - Counselor, Rowland High School

Rick Hyman - Counselor, Nogales High School

Ron Leon - Director of Pupil Services

Les Nielsen - Counselor, Nogales High School

Sue Thomas - Counselor, Rowland High School

SPECIAL THANKS TO:

Pam Gardner - Public Information Officer

REVISED IN 1983 BY:

Lynn M. Cross - Counselor, Santana High School

Sarah Gipson - Counselor, Rowland High School

Tomas Romero - Counselor, Nogales High School

Bob Silva - Counselor, Rowland High School

GUIDANCE HANDBOOK FOR STUDENTS AND PARENTS

TABLE OF CONTENTS

	Pages
ROWLAND UNIFIED SCHOOL DISTRICT PERSONNEL	1
Board of Trustees	
District Administration	
School Site Personnel	
COUNSELING AND GUIDANCE SERVICES	3
Career	
Graduation	
Orientation of Students	
Student Scheduling	
Personal Adjustment Counseling	
Counselor Availability	
INSTRUCTIONS FOR NEW STUDENT ENROLLMENT	4
Appointment	
Proof of Residence	
Guardianship	
Enrollment Forms	
Academic Screening	
Identification Card	
Transcripts	
Transportation	
GRADUATION REQUIREMENTS	5
Number of Credits	
Competency Testing	
Course Requirements	
Nogales Vocational Courses	
Rowland Vocational Courses	
Santana Vocational Courses	
GRADING SCALE AND GRADE LEVEL PLACEMENT	8
Definition of Credit	
Grading Scale	
Grade Level Placement by Credit	
SUGGESTED COURSE OF STUDY	9
High School Graduation	
College Preparation	

TABLE OF CONTENTS (Continued)

Pages

REQUIREMENTS FOR COLLEGE ADMISSION 11

- Two-Year Colleges
- University of California
- California State Universities and Colleges
- Private Colleges and Universities
- Request for Transcripts

PROGRAM CHANGES, STUDENT ASSISTANT AND SRC 14

- Program Changes
- Student Assistant
- State Requirements Course

ATTENDANCE PROCEDURES 15

- Readmittance to School
- Make-Up Work
- Off-Campus Permits
- Home Teachers
- Intra District Permits
- Inter District Permits
- Request to Leave Before Close of School Year
- Withdrawal Procedures

STUDENT SERVICES 17

- Lockers
- Meals
- Parking
- Student Body Membership
- Textbooks
- Transportation

STUDENT RULES AND REGULATIONS 18

- Student Conduct
- Dress Code

TESTING AND TIPS FOR SUCCESS 20

- Competency Tests
- Comprehensive Tests of Basic Skills
- College Entrance Tests
- Study Habits

TABLE OF CONTENTS (Continued)

	Pages
HONORS	21
California Scholarship Federation	
Gifted and Talented Education	
Principal's Honor Roll	
School Honor Roll	
CO-CURRICULAR ACTIVITIES	22
Athletic Program	
Annual (Yearbook)	
Band	
Choral Program	
Drama	
Journalism (Newspaper)	
Leadership/ASB	
PEP	
BELL SCHEDULE	24
Nogales High School	
Rowland High School	
Santana High School	
ALTERNATIVE PROGRAMS	25
Bilingual Program	
California High School Proficiency Examination	
College Starter Program	
Continuation High School - Santana	
Early Graduation	
General Educational Development	
Special Education Services	
Summer School	
Tutoring Services	
Work Experience	
STUDENT CALENDAR	29
INDEX	33

ROWLAND UNIFIED SCHOOL DISTRICT PERSONNEL

BOARD OF TRUSTEES

Phil "Andy" Anderson	-	President
Robert J. Wilson	-	Vice President
Edwin "Gene" Phillips	-	Clerk
John Castro	-	Member
Dean F. Anderson	-	Member

Board Meetings: Second and Fourth Thursday of each month

7:30 P.M.

1830 S. Nogales Street

Rowland Heights, California 91748

DISTRICT ADMINISTRATORS

Stanley G. Oswalt	-	Superintendent of Schools
Sharon Robison	-	Assistant Superintendent Secondary Schools
Richard J. Angarola	-	Deputy Superintendent Administrative Services Division
Dolores Smith	-	Assistant Superintendent Elementary Schools
John Mattson	-	Administrator Personnel
Kay Knepp	-	Administrator Instructional Services
Ronald Leon	-	Director of Pupil Services

ROWLAND UNIFIED SCHOOL DISTRICT PERSONNEL

SCHOOL SITE PERSONNEL

NOGALES

Tom Jackson	-	Principal
Gerry Davis	-	Assistant Principal
Barbara Affolter	-	Vice Principal, Pupil Personnel Services
Jim Householder	-	Vice Principal, Discipline
Dick Ingalls	-	Vice Principal, Attendance and Curriculum
Rick Hyman	-	Counselor
Les Nielsen	-	Counselor
Tomas Romero	-	Counselor
Roberta Simpson	-	Counselor
Susan Tinkley	-	Counselor
Vicki Dayton	-	Guidance Technician
Dan Walton	-	Guidance Technician
Ron Gurney	-	Career Center/Work Experience

ROWLAND HIGH

Thomas Aney	-	Principal
Thomas Lindley	-	Assistant Principal
Hazel Braithwaite	-	Vice Principal, Attendance
Steve Hansen	-	Vice Principal, Pupil Personnel Services
Walter R. Robinson	-	Vice Principal, Discipline
Jim Cappuccilli	-	Counselor
Sarah Gipson	-	Counselor
Robert Perfetti	-	Counselor
Bob Silva	-	Counselor
Sue Thomas	-	Counselor
Mindy Dixon	-	Guidance Technician
Colleen Lawrence	-	Guidance Technician
Mary Anne Lucio	-	Career Center/Work Experience

SANTANA HIGH

Lou de Sylva	-	Principal
Lynn Cross	-	Counselor
Mary Beth Ricciardi	-	Guidance Technician

COUNSELING AND GUIDANCE SERVICES

Guidance work is centered in the major areas of academic planning, career planning, and personal counseling.

Although the entire staff of a high school is involved in certain aspects of guidance, the counseling staff is responsible for the major portion of guidance and counseling activities.

The secondary school counselor is a professional with specialized graduate level training in counseling and related guidance services. Among the major services are the following:

I. Career Guidance
To better prepare students for the changing careers of the 1980's and beyond, counselors in the R.U.S.D. have developed and expanded programs to increase career awareness and education.

II. Graduation Requirements
The counseling and guidance services are designed to support a comprehensive educational program culminating in graduation for each student. Therefore, the monitoring of each student's graduation requirements is a primary objective of each counselor.

III. Orientation of Students New to The School
The counselor helps new students make a positive school adjustment.

IV. Student Scheduling
The counseling staff designs and reviews student programs using input from students, parents, teachers and administrators. This is a continuous process throughout the school year.

V. Personal/Adjustment Counseling
Counselors work with students on an individual and small group basis to assist them in realizing their full potential. Although most students adjust well to the high school environment, there is a portion of the student body with special needs that requires direct counselor intervention.

The counselors and other staff members have developed and implemented a wide variety of options to meet these special needs. Counselors working together with students and parents determine the appropriate intervention and follow through accordingly.

VI. Counselor Availability
Counselors in the R.U.S.D. are making a concerted effort to make themselves more available to students, parents, staff and community members. To offer services to the greatest number of people, there has been an increased emphasis on group guidance and counseling. Many of the above services are available in both English and Spanish.

INSTRUCTIONS FOR NEW STUDENT ENROLLMENT

The parent and student should familiarize themselves with all of the information in this handbook.

I. Appointment

Students should have their parents and/or legal guardian with them when they meet with the counselor to develop a program. Please call the school office for an appointment.

All students entering during the semester from another school district should bring a checkout form which includes In Progress grades.

II. Proof of Residence

Parents must provide proof of residence. One of the following will suffice: (1) Escrow papers, (2) a copy of a utility bill, or (3) lease agreement.

III. Guardianship

If the student is living with someone other than parent, guardianship papers must be filled out. An appointment with the Vice Principal (Attendance) must be made to obtain guardianship papers by calling the school. This must be done prior to meeting with a counselor to develop a program.

IV. Enrollment Forms

The following items must be filled out at the time of enrollment: (1) Home Language Assessment Survey, (2) Request for Student Records, (3) California School Immunization Record, and (4) Signature Verification Card and Enrollment Identification Sheet.

V. Academic Screening

If recent records are unavailable, students are tested to ensure proper placement in Mathematics, English and Reading.

VI. Identification Card

Students will receive a temporary I.D. card.

VII. Transcripts

It is extremely helpful if transcripts (and/or report cards) and proof of passing minimum competencies from the former school of attendance can be brought in. This will aid the counselor in placing the student in the appropriate classes. The Request for Student Records card must be filled out and upon receipt of the official transcripts from the former school of attendance an official transcript evaluation will be completed. Adjustments in the student's program may have to be made at that time.

VIII. Transportation

At this time, bus transportation is provided for students who live more than two miles from school.

GRADUATION REQUIREMENTS

I. Number of Credits
A minimum of 210 credits are required for graduation.

II. Competency Testing
Students must pass the Rowland Competency Tests (RCT) in Reading, Writing and Mathematics.

III. Course Requirements

A. 40 credits of English

B. 30 credits of Social Studies comprised of 10 credits of Geography, 10 credits of U.S. History, 5 credits of American Government, and 5 credits of Social Science electives

C. 10 credits of Science

D. 10 credits of Mathematics

A student must pass the Rowland Competency Test in Math or be continuously enrolled in Math until the competency test is passed.

E. 3½ credits of SRC (State Requirements Course)

F. 30 credits of P.E.

A student must be continuously enrolled in Physical Education in grade 9, 10 and 11.

G. 50 credits of College Prep courses must be completed by the end of the first semester of the Junior year with a grade of C or higher

OR

10 credits of vocational courses -- courses which meet the vocational requirement for Nogales, Rowland and Santana are listed by school as follows.

IV. Courses Which Meet the Vocational Requirement - Nogales High School

A. AGRICULTURE DEPARTMENT

1. Horticulture IA and IB
2. Landscaping II, III and IV

B. HOME ECONOMICS DEPARTMENT

1. Food Service
2. Exploring Early Childhood
3. Interior Design
4. Restaurant Operations

IV. Courses Which Meet the Vocational Requirement - Nogales High School (Cont'd)

C. BUSINESS DEPARTMENT

1. Accounting
2. Advanced Accounting A, B
3. Business Honors A, B
4. Calculating Machine and Practice
5. Jobs A or B
6. Office Management A, B
7. Office Practice
8. Recordkeeping
9. Shorthand IA, B
10. Shorthand IIA, B
*11. Typing IA
12. Typing IB or IC
13. Typing IIA, B

D. INDUSTRIAL ARTS DEPARTMENT

*1. Auto I
2. Automotive/Body Repair
*3. Basic Drafting
4. Architectural Drafting
5. Engineering Drafting
*6. Electricity
7. Electronics
*8. Graphics
9. Advanced Graphics
10. Jewelry
*11. Metal IA
12. Metal IB
13. Welding and Brazing
*14. Photography I
15. Photography II
16. Commercial Photography
*17. Woodworking
18. Wood IIA, B

E. SOCIAL STUDIES DEPARTMENT

1. Law Enforcement (ROP)

F. MATHEMATICS DEPARTMENT

1. Fortran

V. Courses Which Meet the Vocational Requirement - Rowland High School

A. BUSINESS DEPARTMENT

*1. Accounting I and II
2. Calculating Machines
3. Office Management
4. Recordkeeping
*5. Shorthand I and II
*6. Typing 1A and 1B
7. Typing 2A and 2B

B. HOME ECONOMICS

1. Child Growth and Development
2. Child Care Aide
3. Food Service
4. Interior Design
5. Restaurant Operations

C. INDUSTRIAL ARTS

1. Advanced Auto
2. Advanced Metal
3. Architectural Drafting
4. Cabinetmaking
5. Engineering Drafting
6. Letterpress and Offset Lithography
7. Production Printing

D. OTHER

1. Adult School Vocational Classes
2. Journalism
3. ROP (Regional Occupational Program)
4. Work Experience

*Entry level classes meet 5 credits of the vocational requirement when followed by an advanced course in the same subject area.

VI. Courses Which Meet the Vocational Requirement - Santana High School

A. INDUSTRIAL ARTS

*1. Wood - IA
2. Wood - IB
3. Wood - IIA
4. Wood - IIB
5. Woodworking
*6. Photo I
7. Photo II
8. Commercial Photography

B. CONSUMER EDUCATION

*1. Clothing - IA
2. Clothing - IB
*3. Foods - IA
4. Foods - IB
5. Interior Design

C. BUSINESS

*1. Typing, IA, IB, IC, IIA, IIB
2. Office Machines, IA, IB
3. Office Practice, IA, IB
4. Recordkeeping, IA, IB
*5. Filing, IA, IB
6. Office Job Training (Certificates)

Accounts Payable Clerk
Accounts Receivable Clerk
Billing Clerk
Clerk Typist
Credit Clerk
File Clerk
Mail Clerk
Office Cashier
Order Clerk
Personnel Clerk
Purchasing Clerk
Stock Control Clerk
Traffic Clerk
Typist

D. OTHER

1. Adult School Vocational Classes
2. ROP classes
3. Work Experience
4. Course verified by the principal as providing preparation in a vocational area leading to entry level skills in the job market.

*Entry level classes meet 5 credits of the vocational requirement when followed by an advanced course in the same subject area.

GRADING SCALE AND GRADE LEVEL PLACEMENT

I. DEFINITION OF CREDIT

The number of times per week that a class meets determines the number of credits/units which may be earned in the class in one semester. In general, Board policy indicates that one credit is earned for 13½ hours of class time or its equivalent. In order to earn five credits, a student would need to be enrolled in a class which meets five times a week for a full semester and receive a grade of D- or higher.

II. Grading Scale

A - Outstanding
B - Good Achievement
C - Satisfactory Achievement
D - Minimum Achievement
F - Failure (No Credit)
*I - Incomplete
W - Withdrawal (No Credit)
W/F - Withdrawal Failure (No Credit)

*An incomplete shall be given only when the student has, for some excellent reason, not had time or opportunity to complete some large part of the required work.

It is the student's responsibility to make arrangements and complete all required work. Incompletes must be made up within 6 weeks or the grade becomes an "F."

III. Grade Level Placement by Credit

Students are promoted to the next grade level on the basis of credits earned, not by age or the number of years in school. Below are the criteria that are used.

Freshman or 9th Grade Status - Students who have earned 0 to 44 credits
Sophomore or 10th Grade Status - Students who have earned 45 to 94 credits
Junior or 11th Grade Status - Students who have earned 95 to 144 credits
Senior or 12th Grade Status - Students who have earned 145 or more credits

A student's total number of credits is calculated in the summer each year and a letter is sent to those students who have not been promoted to the next grade level. Students may take classes in higher grade levels, even though their class designation is at a lower level.

Students may not participate in senior activities unless they have twelfth grade standing. Junior student credits are reviewed at mid-semester of each year, and those students who have earned a total of 170 credits are reclassified as seniors and may take part in senior activities the second semester of the school year.

IN ORDER TO PARTICIPATE IN GRADUATION CEREMONIES, A STUDENT MUST EARN 210 CREDITS AND COMPLETE ALL OF THE REQUIREMENTS FOR GRADUATION.

SUGGESTED COURSE OF STUDY FOR HIGH SCHOOL GRADUATION

The course of study outlined on this page includes the required subjects at each grade level. Each student has the opportunity to supplement requirements with appropriate electives.

9th Grade	Credits
English	10
Geography	10
P.E.	10
Math	10
*Elective (Reading)	10
Elective	10

10th Grade	Credits
English	10
Science	10
P.E.	10
*Elective	10
Elective	10
Elective	10
State Requirements Course	3½

11th Grade	Credits
English	10
U.S. History	10
P.E.	10
*Elective	10
Elective	10

12th Grade	Credits
English	10
Government/Social Studies	10
*Elective	10
Elective	10

*Continuous enrollment in math and/or reading must be maintained until the student has passed the Rowland Competency Tests in Math and Reading.

SUGGESTED COURSE OF STUDY FOR COLLEGE PREPARATION

The suggested four-year course of study listed below is based on the admission requirements of the University of California. Generally, students who complete this demanding course of study with a "B" average or higher will be eligible for enrollment at most colleges or universities.

Students should discuss their educational plans with their counselors. Planning should begin in the ninth grade and continue throughout the student's high school career. Counselors provide valuable information and guidance in the area of college preparation.

9th Grade	Credits
English, College Prep	10
Geography	10
Physical Education	10
*Algebra I	10
Science	10
Foreign Language I	10

10th Grade	Credits
English, College Prep	10
Physical Education	10
Biology	10
*Geometry	10
Foreign Language II	10
**Elective	10
State Requirements Course	3½

11th Grade	Credits
English, College Prep	10
**U. S. History	10
Physical Education	10
*Algebra II	10
Foreign Language III	10
Lab. Science (Chemistry, Physics, Anatomy/ Physiology)	10

12th Grade	Credits
English, College Prep	10
**Government and Social Studies elective	10
*Trigonometry	10
Lab. Science	10
Elective - Typing/ Notehand	10

*The suggested Math sequence is Algebra I, Geometry, Algebra II, Trigonometry, Calculus.

**GATE students should complete the following social studies sequence:

Geography; Modern European History/Psychology;
American Government Honors/AP History; Advanced
Placement History

REQUIREMENTS FOR COLLEGE ADMISSION

I. Two-Year Colleges - Community colleges are two-year colleges that do not require specific high school preparation. Generally, a student attends the community college that serves the area in which the student lives. Mount San Antonio College is our local community college.

A. Admission Requirements

1. High School graduation or
2. 18 years of age and able to benefit from further education or
3. Pass the California High School Proficiency Examination

B. Programs Offered

1. Vocational programs that prepare the student for jobs in industry or business immediately upon completion of the program.

2. A college transfer program that offers the first two years of college work at a school near home. Upon completion, the student transfers to a four-year college for the remaining two years.

3. Courses that enable students to make up deficiencies in order to qualify for admission to a four-year college.

4. Courses in general education for personal improvement.

II. University of California

A. Subject Requirements

1. A student applying for admission as a freshman to the University of California must have completed a minimum of sixteen units of high school work during grades 9 through 12. (A one-year course is equal to one unit; a one-semester course is equal to one-half unit.)

Fifteen of these required units must have been earned in academic or college preparatory courses, as specified and defined below. Also, at least seven of the fifteen units must have been earned in courses taken during the last two years of high school.

Specific "a - f" Course Requirements

a. History: 1 unit
One year of United States History or one-half year of United States History and one-half year of Civics or American Government

b. English: 4 units
Four years of college preparatory English

c. Mathematics: 3 units
Three years of mathematics - Algebra I, Geometry, and Algebra II

d. Laboratory Science: 1 unit
A year course in one laboratory science, taken in the tenth grade or later (Biology, Chemistry, Physics, Anatomy/Physiology)

e. Foreign Language: 2 units
Two years of the same foreign language

f. College Preparatory Electives: 4 units
Four units in addition to those required in a. through e. above, to be chosen from at least two of the following subject areas: history, English, advanced mathematics, laboratory science, foreign language, social science, and fine arts. A general science course taken in the ninth grade as preparation for a laboratory science course is an acceptable elective. However, the course cannot be used to satisfy the "d" requirement.

In general, elective courses should involve considerable reading and should aim to develop a student's analytical and reasoning ability, and skill with written and oral exposition.

B. Scholarship Requirements

1. An average of "B" or better in all required courses taken after the ninth grade to meet subject requirements.

2. If you attain a grade point average of 3.30 in the above required classes you will be eligible to enter the University regardless of your test scores.

3. Students with grade point averages below 3.30 but greater than 2.77 need to check with their counselor on requirements.

C. Test Requirements

1. One aptitude test - either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) AND

2. Three College Entrance Examination Board Achievement Tests which must include: (A) English Composition, (B) Mathematics, Level 1 or 2, and (C) one from English Literature, Foreign Languages, Sciences, or Social Studies.

III. California State Universities And Colleges

A. The student must complete four years of college prep English and two years of college prep math (including algebra and geometry). Students are admitted to state colleges on the basis of scores of SAT or ACT and grade point average earned in the tenth, eleventh and twelfth grades in all subjects except P.E. An eligibility index is available for all GPA's and exam scores. Please refer to Career Guidance Handbook or see your counselor.

B. Due to changing admission requirements and in order to be better prepared to successfully handle a college program, the counseling staff recommends that students complete the more rigorous subject requirements needed for admission to University of California.

IV. Private Colleges and Universities

Entrance requirements for private schools vary widely. Students planning to attend private schools should consult catalogs and brochures in the counseling office and career center to determine subject and scholarship requirements.

V. Request for Transcripts

It is the responsibility of students who wish transcripts of their high school grades sent to colleges or universities or other agencies of their choice to initiate action; no records are sent except at student request. All transcripts should be requested from the registrar. A fee may be charged for additional transcripts after the first one.

PROGRAM CHANGES, STUDENT ASSISTANT AND SRC

I. Program Changes

At the time of pre-registration, students are provided counseling help in order to make decisions regarding the choice of subjects. It is therefore expected that they will continue with such choices through the semester unless it can be shown that a real scholastic loss will result. Requests for change, based on likes or dislikes of teacher or class members, are not acceptable. In those few cases where a real hardship is involved, a change may be approved. If it is approved, a Change of Program permit will be issued. Unless and until such a permit is issued, the original program must be followed, and any absence occurring without a permit will be considered a truancy and treated accordingly. It is the student's responsibility to return the program change form to the Counseling Office.

II. Student Assistant

A student may earn a maximum of twenty (20) credits in student assistant classes; no more than ten (10) credits of Student Assistant credit may be earned in any one school year. Generally, ninth grade students are not permitted to enroll in Student Assistant classes.

III. State Requirements Course (SRC)

This is a nine week course that satisfies the District requirements for graduation. The subject matter covers the rules and regulations involved in operating a motor vehicle on the California highways, and one week of health education.

Students are eligible to enroll in this course after completion of their freshman year. Behind-the-wheel driver's training follows the classroom instruction and is an optional supplement.

ATTENDANCE PROCEDURES

Good Attendance + Good Achievement = Graduation

All students between the ages of 6 and 18 shall attend school. Exceptions include any 16 or 17 year old who graduates or passes the California High School Proficiency Examination and have parent approval for release.

Investigations of attendance records for non-graduating students indicate that poor attendance and poor achievement are closely related.

The only legal absences are: Illness; medical or dental appointment; attendance at funeral of immediate family member.

I. Readmittance to School

A. Parent Calls

Parents may report student absences by calling the following numbers:

Rowland	(213) 964-6630	- Hours:	4:30 p.m. - 8:00 a.m.
Nogales	(213) 912-2743	- Hours:	7:00 p.m. - 7:00 a.m.
Santana	(213) 965-5971	- Hours:	8:00 a.m. - 3:00 p.m.

If the parent has used this procedure, the student from Nogales and Rowland may report directly to the classroom upon return to school and will not be required to obtain an absence slip from the Attendance Office. Santana students must report to the Attendance Office to obtain an absence slip.

B. Note from Parent

In the event the parent does not call, a note is required. It must include the dates of absence, reason for absence, and must be properly signed by the parent. It should be presented to the attendance windows ½ hour prior to the student's first class before the tardy bell rings.

II. Make-Up Work

At Nogales and Rowland, when a student has been legally absent from class, permission to make up work is granted. If the student will be absent three or more days because of illness, arrangements may be made to receive make-up assignments. The parent is responsible for calling the main office to request make-up work. Assignments may be picked up from the office.

III. Off-Campus Permits

No student may leave the campus during regular school hours without the consent of the school authorities. If a student becomes ill while home for lunch, the parent is to inform the school by phone. Permission to leave campus is available through the nurses's office or the Attendance Office.

IV. Home Teachers

Home teachers are provided for students who will be absent for an extended period of time due to illness. It is necessary to have a doctor's statement confirming that the student is unable to attend school.

V. Intra-District Permits

Intra-District Permits (transfers between schools of the Rowland Unified School District) may be issued when it is in the best interest of the student and the school. Ordinarily the parent of the student will initiate the request. The application for an Intra-District Permit is to be presented to the school of residence.

VI. Inter-District Permits

Transfers from one district to another require administrative approval and are granted only under extenuating circumstances.

VII. Request to Leave Before Close of School Year

Students leaving during the last eight school days and before final exams will receive Incompletes in those subjects in which they are passing at check-out time, if they have been given approval for the checkout. To get approval, parents must contact the Vice Principal in charge of Pupil Personnel Services.

VIII. Withdrawal Procedures

Withdrawal procedures will be initiated upon presentation of a verified request from a parent or guardian indicating that the student will be living and attending school in another area. Students must obtain a withdrawal form in the Main Office. The following check-out procedure must be followed:

A. Attend each class and receive a check-out grade

B. Turn in textbooks

C. Pay any outstanding bills

D. Obtain all other indicated signatures

E. Return completed withdrawal form to the office

STUDENT SERVICES

I. Lockers

A book locker is issued to students for their use at Nogales and Rowland High Schools. Students are to use their own lockers and combinations should be kept confidential. The school cannot accept responsibility for items kept or left in lockers.

II. Meals

Food services are available at each school in the District where students may purchase meals.

Students from low income families may be eligible for free or reduced price meals and milk. The application form, mailed yearly to each parent and available at any time, is to be returned to the school for processing.

III. Parking

Visitor, staff and student parking spaces are designated. Each student who drives a car to school must get permission to do so from the administration. This is done by obtaining an application for Parking Lot Permit from the A.S.B. Office (Rowland), Student Services Center (Nogales), and Campus Supervisor (Santana). Once approved, a sticker will be issued and must be displayed on the car.

IV. Student Body Membership

Funds derived from the sale of Associated Student Body (ASB) Cards are used to finance student activities. It is an excellent bargain for all students.

The A.S.B. Card provides many advantages to the holder because it allows free and/or reduced admission to all regularly scheduled athletic activities, reduces prices for plays, shows, school dances and yearbook, and provides for school assemblies and school newspapers.

Each school has an active student government. All students are encouraged to participate in the selection and election of officers.

V. Textbooks

Students are responsible for the use and care of textbooks. If books are lost or damaged, a charge will be made.

VI. Transportation

Bus transportation is provided by the District for students who live 2 or more miles from school.

Parents of special education students should check with District Transportation regarding eligibility. Specific information on transportation zones and bus routes is available at each school.

STUDENT RULES AND REGULATIONS

I. Student Conduct

Students shall comply with the standards of conduct specified in the Education Code and District and school regulations. It is expected that they will respect the rights of others; treat property with care; have pride in honest work and achievement; maintain high standards of courtesy and personal conduct; and follow their courses of study diligently.

Behavior which can result in suspension or other disciplinary action includes the following:

- Damage to or theft of school or private property
- Physical injury to another person
- Threats of force or violence
- Possession, sale, or furnishing of firearms, knives, explosives or other dangerous objects
- Use, sale, furnishing, or being under the influence of drugs, alcohol, etc.
- Obscene and/or habitual profanity
- Disruption of school activities and willful defiance
- Gambling, cheating, fraudulent activities, falsification of any type
- Riding bicycles, skateboards or other unauthorized vehicles on campus
- Parking without a permit in reserved areas
- Visiting on campus without an office pass
- Bringing unsafe or inappropriate devices to school, such as glass containers, transistor devices, radio-tape players
- Displaying physical affection in ways other than holding hands
- Leaving the instructional area or campus without permission
- Loitering on campus, in the restrooms, or in the parking lot

II. Dress Code

School regulations include the following:

- Appropriate shoes must be worn at all times
- Dark glasses may not be worn in classrooms without a permit from the nurse
- Students must wear clothing to cover undergarments
- No coats, jackets or other identifiable attire signifying "out of school" organizations are permitted
- Defaced military attire may not be worn
- Barebacks and midriffs are not permitted
- Clothing with questionable or suggestive printing or drawing on it will not be permitted
- Tank shirts are not permitted
- Unusual or attention-diverting attire (such as students wearing clothing usually reserved for the opposite sex) is not permitted

TESTING AND TIPS FOR SUCCESS

I. Competency Tests

Minimum competencies are the standards that have been set by the Rowland Unified School District as the minimum level of skills in the areas of reading, writing and mathematics. A student must pass these tests as one of the requirements for a high school diploma. Students who fail one or more of the tests will have an opportunity to complete additional work and re-take the test.

II. Comprehensive Tests of Basic Skills (CTBS)

These tests are administered to all students annually.

III. College Entrance Tests

Many colleges and universities require specific tests for admission. You must register for these tests in advance. Please see the Career Guidance Handbook and your counselor regarding application, testing date, and testing location. These tests usually are taken in the junior and senior years of high school and a fee may be required. Your counselor can tell you how to obtain a waiver in case of financial need.

IV. Study Habits

A. Suggestions for Success

1. Attend school regularly and be on time.
2. Listen and participate in class.
3. Take accurate, concise and clear notes.
4. If you do not understand an assignment, ask questions until you do.
5. If you need extra help in any subject, see your teacher after class.
6. Set aside a regular time for study.
7. Have a quiet, well-lighted place for study.
8. Remember good study habits are learned. Find an approach to each subject that works for you.

B. How to Study for Tests

The time to start preparing for a test is the first day of school. No amount of last-minute cramming will make up for the lack of continuous study. Review for any exam should be done in a systematic way:

1. A schedule for review should be set up so that all material will be covered in several sessions rather than in one long session.
2. Make a list of the major topics covered. Assignment sheets, lecture notes and quiz papers are helpful in doing this.
3. Relate isolated facts to the major topics.
4. Write a summary or outline of the material associated with each of the major topic areas.
5. Make out a list of probable questions which may be asked on the test. Quiz papers are very useful both in predicting questions and in indicating weak spots which should receive more attention.
6. Schedule relaxation periods and get adequate rest before an exam.

HONORS

I. California Scholarship Federation (CSF)

The purpose of this statewide honor society is to identify, motivate and encourage students with high intellectual ability and academic achievement. During the first three weeks of each semester, eligible students may apply for membership.

Eligibility for membership is based upon grades earned the previous semester. A student must earn a minimum of ten CSF points in four or five qualifying subjects. An "A" equals three CSF points and a "B" equals one CSF point. The CSF points must be earned in courses which meet the subject requirements for the University of California. Life membership and honors at graduation are attained with four of the last six semesters membership and one semester must be in the senior year. For further information, see the CSF advisor.

II. Gifted and Talented Education (GATE) or Advanced Learner Program (ALP)

These programs provide unique opportunities for high-achieving students. Advanced Placement Courses in English, History, and Calculus are available at Rowland High School.

III. Principal's Honor Roll

Each semester the Principal's Honor Roll recognizes students for their outstanding academic achievement. For details contact the Counseling Office.

IV. School Honor Roll

Each school has established criteria for naming students with outstanding academic achievement to the School Honor Roll. You may contact the Counselor for these criteria.

CO-CURRICULAR ACTIVITIES

There are many co-curricular activities available on all three campuses. Examples of some of the programs in which students may participate are listed below. A complete list of activities may be obtained at each school.

I. Athletic Program

The athletic program offers a wide variety of opportunities to all students. In order to participate, the following forms must be completed:

1. Athletic Participation
2. Athletic Emergency Consent
3. Athletic Code
4. School Bills
5. ASB Card

The following sports are offered at Rowland and Nogales High Schools unless noted:

Boys	Co-Ed	Girls
	Fall	
Football		Volleyball
Cross Country		Tennis
Water Polo		Cross Country
	Winter	
Basketball		Basketball
Wrestling		
Soccer		
	Spring	
Track		Track
Baseball	Badminton	Softball
Tennis		Swimming
Gymnastics (Rowland)		
Golf		
Swimming		

The following sports are offered at Santana High School:

	Fall	
Football		Volleyball
	Winter	
Basketball	Co-Ed Softball	
	Spring	
Softball		Softball

II. Annual (Yearbook)

Opportunities exist at Nogales, Rowland and Santana for students who are interested in compiling the school yearbook.

III. Band

The bands at both Rowland and Nogales are acclaimed as two of Southern California's finest. Students devote many hours to rehearsals and performances, and frequently compete in parades. There are several auxiliary units which support the bands. For courses offered and detailed requirements, see the course catalog or call the Band office.

IV. Choral Program

Choral programs at Nogales and Rowland are among the finest in the San Gabriel Valley, having won many festivals and contests. The choral program is open to all students and active participation is essential. Students in advanced courses are required to pass an instructor's audition. The course catalog will provide a description of courses and requirements.

V. Drama

Students interested in acting, directing and play production are active in presenting several excellent plays each year on both the Rowland and Nogales campuses. For more information, see your counselor.

VI. Journalism (Newspaper)

At Rowland, Santana and Nogales students who are interested in journalism have an opportunity to plan, write and publish a school newspaper.

VII. Leadership/ASB

Students at Nogales, Rowland and Santana who are interested in student government have opportunities to develop leadership abilities by serving in elected and appointed student body and class officer positions.

There are a variety of clubs on each campus. Students are encouraged to participate and may contact the ASB office for more information.

VIII. PEP

Students at Nogales and Rowland who meet tryout selections are active at all sports events to encourage enthusiasm and school spirit. For more details contact the PEP adviser at your school.

BELL SCHEDULE

NOGALES HIGH SCHOOL

	Regular Schedule
1	7:00 - 7:54
2	8:00 - 8:54
3	9:00 - 10:04
4	10:10 - 11:04
5	11:10 - 12:04
Lunch	12:04 - 12:44
6	12:50 - 1:44
7	1:50 - 2:44

	Shortened Day Schedule
1	7:00 - 7:54
2	8:00 - 8:48
3	8:54 - 9:42
4	9:48 - 10:36
5	10:42 - 11:30
6	11:36 - 12:24
7	Excluded

ROWLAND HIGH SCHOOL

	Regular Schedule
1	7:16 - 8:10
2	8:15 - 9:09
3	9:14 - 10:18
4	10:23 - 11:17
5	11:22 - 12:16
Lunch	12:16 - 12:55
6	1:00 - 1:54
7	1:59 - 2:53

	Shortened Day Schedule
1	7:16 - 8:10
2	8:15 - 8:55
3	9:00 - 9:45
4	9:50 - 10:30
Nutrition	10:30 - 10:45
5	10:50 - 11:30
6	11:35 - 12:15
7	12:20 - 1:00

SANTANA HIGH SCHOOL

	Regular Schedule
1	8:20 - 9:10
2	9:20 - 10:10
3	10:20 - 11:20
Lunch	11:20 - 12:00
4	12:00 - 12:50
5	1:00 - 1:50
6	2:00 - 3:00

Shortened Day Schedule

Periods 1, 2 and 3 only

ALTERNATIVE PROGRAMS

A variety of alternative and supplemental programs are available to meet the special needs of students. NOTE: No more than 40 graduation credits per semester may be earned.

I. Bilingual Program

Bilingual classes are offered for non-English proficient and limited-English proficient students. Contact the schools for the specific courses available.

II. California High School Proficiency Examination

The California High School Proficiency Examination provides an opportunity for eligible persons who are proficient in the basic skills taught in California's public high schools to receive a high school equivalency certificate and withdraw from school with written parent permission.

The test is usually offered during the months of November, March and May. Students should contact their counselor for specific information.

III. College Starter Program

Both academic and vocational courses are available through the College Starter program at Mount San Antonio College. A student may earn college or high school credit while enrolled in high school. The majority of the courses are available in the afternoon or evening. A complete list of courses, application forms and more information is available from your counselor.

It is the students' responsibility to have the credit transferred to their high school.

IV. Continuation High School - Santana

Santana High School provides an alternative to the comprehensive high school. A student must be 16 years of age, have parent permission and be accepted by the Continuation Admissions and Discharge Committee. Students interested in attending continuation school should meet with their counselor to determine whether this is an appropriate placement.

V. Early Graduation

Four years of high school is usually required for graduation. Administrative approval is necessary in order to graduate in less than four years. A student MUST consult with the counselor to develop a course of study to graduate early.

VI. General Educational Development (GED)

The equivalent of a high school diploma may be earned by successfully completing the GED test. In order to be eligible to take the test, a student must be 18 and cannot be enrolled in a regular day high school. The Rowland Adult School is an official testing center for the GED.

VII. Independent Study Program (Home)

This alternative education program operates on a semester by semester basis. Entrance is based on counselor and/or Vice Principal recommendation and the unique needs of the student. A parent/student/administrator conference is held for admission to the program. The student's counselor recommends four classes to be taken.

Attendance is required once per week and the student must complete 20 hours of homework per subject each week. Credits and grades are assigned on the basis of quality and quantity of work submitted to the teacher.

VIII. Night School for Working Students - Santana Only

This program is offered for students over the age of 16 who find it necessary to work fulltime (30 hours a week or more). Students are placed on a work contract and must attend school one or two nights a week.

IX. Program for Alternative Learning (PAL) - Nogales Only

This program is offered for students who need to take classes after the regular school day. It operates as an independent supervised study program and a self-contained classroom offering a variety of subjects to all grade levels. Students may enroll under the following conditions:

1. Failure of a required class
2. Special circumstances that dictate the necessity of afternoon classes only

Students interested in this program should see their counselor.

X. Regional Occupational Program (ROP)

The Regional Occupational Program provides job skills and on-the-job training for high school students. Any high school student is eligible to enroll in an ROP class. Preference is given to 11th and 12th grade students providing they meet specific requirements listed for the class. For 75 productive hours, five credits may be earned.

For further information, contact the Career Center.

XI. Rowland Unified School District Adult School Program/Continuing Education Center

In order to attend Rowland Adult School, students must be 16 years old and have counselor and parent approval. The adult school program provides an

opportunity for students to make up work that may enable them to graduate with their class. In addition, a student may enroll in vocational courses. The adult school brochure is available in the high school counseling office.

XII. School Directed Study Program (SDS)

This program operates on a semester basis primarily for 9th and 10th grade students who have difficulty functioning in the regular program. Entrance to this program requires a parent/student/administrator/counselor conference. These classes are held on the high school campus and regular attendance policies apply. Partial credit is available.

XIII. Special Education Services

The Rowland Unified School District provides, or cooperates with other organizations and districts to provide individualized education programs based on need. These programs feature small class size, specially trained personnel, and necessary auxiliary services to any student with a handicapping condition.

Whatever the student needs--physical, behavioral, emotional or learning--there is an appropriate program designed to address their identified problems. Some students have problems that are easily recognizable. They may be blind, deaf, or orthopedically impaired. Others have problems that cannot always be seen. They may have average ability but have a learning disability, behavioral disorder, or illness which interferes with their progress. They may be speech impaired or educationally retarded. The Special Education programs and services provided to students are at no cost to parents.

Referrals for possible special education services come from a wide variety of individuals, such as parents, teachers, counselors, administrators, nurses, school psychologists, speech therapists, and outside agency personnel.

An assessment is made by a multi-disciplinary group of persons and is to include at least one teacher or specialist, usually a school psychologist, with knowledge in the area of the suspected disability.

The results of the assessment are considered by the school or District IEP Team in determining special education program and related services eligibility and placement. Parents are involved in all aspects of this process.

The IEP Team represents a multi-disciplinary group with each member contributing and participating in problem-solving and decision-making. The IEP Team considers numerous placement options to meet the needs of the student. These may include: Modified Regular Program, Resource Specialist Program, Special Day Class, related school services, Home/Hospital Instruction, Non-Public School, State School and others. The committee is charged with developing goals and objectives for the student to ensure placement in the least restrictive environment.

The educational progress of students placed in Special Education programs is monitored and evaluated on a regular basis.

XIV. Summer School

Summer school is available for students who have failed one or more of the competency tests. Additional programs may be available. Summer school policies change from year-to-year, therefore, check with your counselor for eligibility.

XV. Tutoring Service - Mount San Antonio College Educational Service Centers

The Centers are under the direction of supervisors and are staffed by counselors, student counselor assistants and tutors. Tutoring in most subject areas, and educational and vocational counseling are among the many services that are available at these centers. THERE IS NO FEE FOR THESE SERVICES.

HOURS

Monday through Thursday: 2:00 - 8:00 p.m.
Friday: 9:00 a.m. - 3:00 p.m.

433 E. Holt Avenue
Pomona, California 91767
PHONE: (714) 623-0401

1201 N. Hacienda Boulevard
La Puente, California 91744
PHONE: (213) 917-3251

XVI. Work Experience

A. Eligibility - Students must be employed, receive job clearance and complete a work permit application in order to be programmed for Work Experience. In order to enroll in Work Experience, students must contact the Work Experience Coordinator.

B. Credit -

1. A student who is enrolled in Work Experience may earn five (5) units of credit for each 180 hours worked.
2. A student who has not passed the minimum proficiency tests shall be limited to five (5) units of Work Experience in one semester.
3. A student who has passed the minimum proficiency tests may earn a maximum of ten (10) units of Work Experience per semester.
4. A student may earn a maximum of forty (40) units of credit in Work Experience towards graduation.

C. Work Permit - All students under 18 years of age who are working must have a valid work permit. Workmen's Compensation Insurance is endangered without a valid work permit. Students working without a permit are illegally employed and employers may be fined. Work permits are issued by the Work Experience Office.

1. Work permits must be renewed in September and with each job change.
2. Summer work permits are issued in June.
3. Work permits must be renewed if there is a change in schools.

D. Social Security Cards - Applications for Social Security Cards may be obtained from any Social Security Office.

STUDENT CALENDAR FOR 1983-84

September 12	Start of Semester 1
October 21	6th Week - End of Grading Period
November 11	Veteran's Day
November 24, 25	Thanksgiving Holidays
December 2	12th Week - End of Grading Period
December 19 - January 2	Christmas Vacation
January 16	Martin Luther King's Birthday
January 26	End of First Semester
January 30	Start of Semester 2
February 13	Lincoln's Birthday
February 20	Washington's Birthday
March 9	6th Week - End of Grading Period
April 16 - April 20	Spring Vacation
April 27	12th Week - End of Grading Period
May 28	Memorial Day
June 14	End of Second Semester
June 15	Graduation

Each school establishes a final examination schedule.

INDEX

	Page Number
Absences	15
Academic Screening	4
ACT Test	12
Adult School	26-27
Advanced Learner Program (ALP)	21
Alternative Programs	25-28
Annual (Yearbook)	23
ASB	23
ASB Cards	17
Athletic Program	22
Attendance Procedures	15
Band	23
Bell Schedules	24
Bilingual Program	25
Board of Trustees	1
Board Meetings	1
Calendar	29
California High School Proficiency Examination	25
California Scholarship Federation (CSF)	21
California State Universities	12
Career Guidance	3
Choral Program	23
Co-Curricular Activities	22-23
College Admission Requirements	11
College Entrance Tests	12-20
College Preparation Courses	11-12
College Starter Program	25
Community College Requirements	11
Competency Tests	5-20
Comprehensive Tests of Basic Skills (CTBS)	20
Continuation High School	25-26
Counseling and Guidance Services	3
Counselor Availability	3
Course Requirements	5
Course of Study (Suggested)	
High School Graduation	9
College Preparation	10
Credit Definition	8
District Administrators	1
Drama	23
Dress Code	19
Driver's Education	14
Early Graduation	25
Early Leave Request	16
Enrollment Forms	4
General Educational Development (GED)	26
Gifted and Talented Education (GATE)	21

INDEX (Continued)

	Page Number
Grade Level Placement by Credit	8
Grading Scale	8
Graduation Credits	5
Graduation Requirements	3- 5
Guardianship	4
Home Teachers	16
Honor Roll	21
Honors	21
How to Study for Tests	20
Identification Cards	4
Incomplete Grades	8
Independent Study Program (Home)	26
Inter-District Permits	16
Intra-District Permits	16
Journalism (Newspaper)	23
Leadership/ASB	23
Legal Absences	15
Lockers	17
Make-Up Work	15
Meals	17
New Student Enrollment	4
Newspaper	23
Night Recording Machine	15
Note from Parent	15
Off-Campus Permits	15
Parking	17
PEP	23
Personal Counseling	3
Personnel - School Sites	2
Principal's Honor Roll	21
Private Colleges	13
Program Changes	14
Program for Alternative Learning (PAL)	26
Proof of Residence	4
Readmittance to School	15
Regional Occupational Program (ROP)	26
Reporting Absences	15
Rowland Adult School	26
Rules and Regulations	18-19
Santana High School	25-26
SAT Test	12
School Directed Study Program (SDS)	27
School Honor Roll	21
Social Security Card	28
Special Education Services	27
Sports	22
SRC	14

INDEX (Continued)

	Page Number
Student Assistant	14
Student Body Membership	17
Student Conduct	18
Student Services	17
Study Habits	20
Summer School	28
Testing	20
Textbooks	17
Tips for Success	20
Transcripts	
New Students	4
Requests for College	13
Transportation	4-17
Tutoring Services	28
Two-Year Colleges	11
University of California Requirements	11-12
Vocational Courses	
Nogales	5- 6
Rowland	6
Santana	7
Withdrawal Procedures	16
Work Experience	28
Work Permits	28
Yearbook	23